

THE GEORGE WASHINGTON UNIVERSITY
Washington, DC

MINUTES OF THE REGULAR MEETING
OF THE FACULTY SENATE HELD ON
MARCH 10, 1995, IN LISNER HALL
ROOM 603

The meeting was called to order by Vice President French at
2:20 p.m.

Present: Vice President French, Parliamentarian Keller,
Boswell, Brewer, Captain, Eftis, Elgart, Englander,
Fowler, Friedenthal, Griffith, Gupta, Harrington,
Kahn, Kind, Kirsch, Miller, Pelzman, Robinson,
Seavey, Smith, Solomon, Thompson, Tropea, Vontress,
and Wirtz

Absent: President Trachtenberg, Registrar Gaglione,
Castleberry, Futrell, Frieder, Johnston, Harding,
Keimowitz, Mitchell, Salamon

A brief recess was called in order for a group photograph to
be taken of the Faculty Senate for the 1994-95 Session.

Before proceeding to the first item of business, Vice
President French said he wished to make two statements. First, he
said that President Trachtenberg might be present at the Senate
meeting at some point today; however, he was in New York last night
to receive the John Jay Award presented annually by Columbia
University to its distinguished graduates. Second, in light of the
campus-wide interest last year in the mystifying drop of GW's
National Law Center out of the top 25 and into 44th place as
reported in U.S. News & World Report, Vice President French said he
was pleased to report that he had just received a press release
stating that GW's National Law Center has been restored to that
select group with a ranking of 22nd among the top 25 law schools in
the country, and that U.S. News & World Report has rectified its
mistake.

APPROVAL OF THE MINUTES

Vice President French called for approval of the minutes of
the regular meeting of February 10, 1995, as distributed.
Professor Griffith asked that the misspelling of the word "autarky"
be corrected in the second paragraph on Page 3. No other
corrections were made. The minutes, as corrected, were approved.

RESOLUTIONS

I. RESOLUTION 94/7, "A RESOLUTION REAFFIRMING THE FACULTY CODE PROVISIONS REGARDING CONFERRAL OF TENURE"

On behalf of the Professional Ethics and Academic Freedom Committee, Professor Kahn, Chair, withdrew Resolution 94/7 for further study. (Resolution 94/7, as withdrawn, is attached.)

II. RESOLUTION 94/8, "A RESOLUTION REGARDING THE PROPOSED ACADEMIC HONOR CODE"

On behalf of the Joint Committee of the Faculty and Students, Professor Tropea, Co-Chair, moved the adoption of Resolution 94/8, and the motion was seconded. Professor Tropea noted that he came late to this process and with a great deal of skepticism, but that he was won over by the character of this effort which speaks for itself. He said that if the members have read the accompanying report, the kind of work and research that has been done in order to produce this document is evident, and he thought it particularly important that the students were coming before the Senate with an Honor Code to try in their way to encourage the University as a community to affirm academic integrity, something beyond the issue of the document itself. Professor Tropea said that there were two people present who have been working on this document from the very beginning -- Professor Margaret Kirkland and Mr. Scott Mory -- who could address any concerns the Senate might have. He then yielded the floor to Professor Kirkland and Mr. Scott Mory, student representative, for their remarks.

Professor Kirkland, Faculty Co-Chair of the Joint Committee of Faculty and Students' Subcommittee on Academic Integrity, noted that the student efforts to have an Honor Code at GW began in the 1960's, and that the achievement that has been made in its present state is really the result of a joint effort, not only of faculty and students, but of faculty, students, and administrators at the University. She said that this document is not going to miraculously preclude all occurrences of academic dishonesty, but that she thought it does serve as a framework around which the University can really draw attention to the issue of academic integrity on the campus, which is something that seems to have been lacking for a long time. Professor Kirkland said that another aspect of the Honor Code that is absolutely crucial is the involvement of students. In the University's current Policy on Academic Dishonesty, she said that students do not have an active role and, therefore, there was little encouragement for them to take on the responsibility for academic integrity. She said she thought that if the students are given that charge, they would handle it quite well and would contribute to improving the standards that the

University has. Another point, she said, is that by establishing an Honor Council, the faculty will be afforded some protection from the personal fear of litigation, as well as save faculty time on complex academic dishonesty cases. Professor Kirkland said that, by having everyone working together -- the faculty, the students, and the administrators -- to bring these issues to the forefront, to keep them visible, and to maintain an ongoing dialogue, this Honor Code would be instrumental in improving the status that the University has of academic honesty and would also be a great asset to the University.

Mr. Scott Mory, Student Co-Chair of the Joint Committee of Faculty and Students' Subcommittee on Academic Integrity, and Chair of the Student Association's Academic Affairs Committee for the past two years, stressed the students' commitment to this project. Last night, he said, the Student Association's Senate unanimously endorsed the proposed Honor Code after a discussion throughout the year. Also, there was a referendum in which 85% of the students indicated that there should be an Academic Honor Code and recently 6/7ths of students polled returned ballots in favor of the Honor Code. Mr. Mory emphasized that the Academic Honor Code is something that the students believe in and something that many students think is long overdue at this University.

After full discussion and debate on the proposed Academic Honor Code, the following amendments were adopted by the Senate:

PREAMBLE

Insert the word "Librarians" after the word "Faculty." (Page 1, Line 1)

ARTICLE I - THE AUTHORITY OF THE HONOR CODE

Section 2 - Repeal of Prior University Policies on Academic Dishonesty

Add: "The previous academic dishonesty policies of The George Washington University shall remain in force at the National Law Center." (Page 1)

ARTICLE II - BASIC CONSIDERATIONS

Section 3 - Assignments and Examinations

(b) Delete the words "on course syllabi" (Page 2, Line 1)

- (c) Delete third sentence and substitute the following sentence: "Collaborative projects and unproctored examinations do not violate the practice of academic honesty." (Page 2, Lines 3-5)

ARTICLE III - THE HONOR COUNCIL

Section 2 - Composition of the Honor Council and the Hearing Panels

- (c) Delete the words "including the presiding officer" (Page 3, Line 4)

Section 3 - Selection and Removal of Honor Council Members

- (c) Delete 2) "may not have been the subject of any relevant disciplinary or grievance procedure." (Page 3)

Renumber 3) as "2)" (Page 3)

Section 4 - Case Procedures

- (a) Delete "within twelve working days" and substitute "as expeditiously as is reasonably possible (normally within twelve working days)" (Page 4, Lines 1-2)

- (a)1) Delete the word "either" and delete the word "or" and substitute the word "and/or" (Page 4, Line 2)

Insert the word "immediately" before the word "notify" (Page 4, Line 4)

- (a)2) Insert the words "which the faculty member determines to be substantive" after the word "violation" (Page 4, Lines 1-2)

- (a)2)i) Delete the word "may" and substitute the words "shall either" before the words "act directly" (Page 4, Line 1)

Delete the word "may" before the word "refer" (Page 4, Line 2)

New subsection: "4(a)2)iv): If a faculty member is made aware of a violation which the faculty member determines not to be substantive, the faculty member shall notify the complaining student promptly." (Page 4, Lines 1-2)

- (a)2)d) Delete the word "recommendation" and substitute the word "determination" (Page 4, Line 3)

Delete the words "the final" and substitute the words "the Panel's" before the word "decision" (Page 4, Line 6)

Before the last sentence, insert new sentence: "However, if in the judgment of the Vice President for Academic Affairs the sanction decided upon by the Panel is significantly at variance with sanctions imposed in closely similar cases, the decision as to sanction may be remanded to the Panel for reconsideration and possible revision before being reported to the respondent."
(Page 4, Lines 7-10)

In the last sentence delete the words "and the Vice President's determination of sanction." (Page 4, Lines 11-12)

Section 5 - Sanctions

- (a) Delete the word "and" and substitute the word "or" before the word "expulsion" (Page 5, Line 1)

Section 7 - Appeals

Move the second sentence, "Appeals will be reviewed by the President of the University." before the last sentence of that section. (Page 6, Lines 6-7)

Following completion of the amending process, Professor Griffith stated that he hoped the Senate would move promptly to approve this document and send it to the President. He pointed out, however, that the procedures to be followed by the President in Article III, Section 7, Appeals, in accepting and making a decision on appeals is left almost entirely unspecified. Professor Griffith suggested that it might be useful if the President provided a statement of the procedures he anticipated following should an appeal come to his office so that the procedures are a matter of record if the administration were to accept this document.

The question was called on the original motion, as amended, and Resolution 94/8, as amended, was adopted. (Resolution 94/8, as amended, is attached.)

II. RESOLUTION 94/9, "A RESOLUTION ON FINAL EXAMINATION CONFLICTS"

On behalf of the Joint Committee of Faculty and Students, Professor Tropea, Co-Chair, moved the adoption of Resolution 94/9, and the motion was seconded. Professor Tropea explained that this resolution intends to put into print what appears to be a tradition at the University to accommodate the dilemma students face when they have three final examinations scheduled on the same day. He said that the resolution does not take away the privilege of faculty in terms of going ahead with scheduled examinations nor does it require the faculty to reconstruct final examinations, and he urged the Senate to adopt this resolution.

Professor Gupta spoke against the resolution because he thought it would be a bad precedent. The resolution, he said, only addresses the students who have three exams on the same day, but there are some students who have more than three exams on one day. He pointed out that the bulletin is in the hands of the students when they preregister and that they have the option and responsibility to look at the tentative dates of the final exams from the first day of classes. Professor Gupta said that he thought that the students should be able to determine that they have a conflict at the time of registration during the first week of classes and they should take responsibility for changing their classes.

Professor Robinson spoke in support of the resolution. She said she did not think it was possible for many students to change their classes because they have to take required courses, and, while they do know that they are going to have three or more exams on the same day, there really is not anything the students can do about it. Professor Robinson said that the tradition of accommodating students in this regard should be formalized because some faculty may be reluctant to do this. Professors Eftis, Thompson, Brewer, and Pelzman spoke in support of the resolution.

Professor Kirsch moved that the Third RESOLVING Clause be amended to delete the phrase "and that, whenever possible, the student selects which examination to reschedule." He explained that he thought the resolution states very well that the rescheduling shall be achieved in consultation with the instructors involved, and that the instructors and the students together would decide which exam would be most easily made up. Therefore, he said that he could see no reason to include that phrase. The motion was seconded.

Professor Tropea asked the privilege of the floor for Mr. Scott Mory, student representative, to provide the underlying reason for inclusion of that language. Mr. Mory said that that language was included because it put the onus on the student to select which exam is to be rescheduled.

Professor Griffith spoke against the amendment because that phrase removed the option from the faculty and put the option to select which examination is to be rescheduled in the hands of the students, promoting a more straightforward way of accomplishing this.

Professor Englander spoke in favor of the amendment. Because of a recent case in which a student brought a charge of arbitrary and capricious decision-making against a faculty member for failure to reschedule an exam for that student, Professor Englander thought that that phrase would give the student the impression that he or she, not the faculty member, can select which examination to reschedule.

Professor Tropea asked the privilege of the floor for Mr. Al Park, President, GWUSA, who said that the original language in the resolution was intended to put the burden on the student to determine which exam would be rescheduled, thereby making the student responsible and accountable for any action or inaction on the part of the student.

The question was called on the Kirsch amendment, and the motion failed.

Dean Friedenthal pointed out that the First RESOLVING Clause was much too broad in light of the WHEREAS Clauses. If taken literally, he said, the First RESOLVING Clause would mean that a student has the right to reschedule one final examination, period. He said he thought that the intent was that the student could have one examination rescheduled only if the student had three or more examinations scheduled on the same day. Professor Tropea accepted Dean Friedenthal's amendment to add the language "if they have three or more final examinations scheduled on the same day" after the word "rescheduled" in the First RESOLVING Clause, and that the word "three" be inserted before the word "examinations" in the third line of the Second WHEREAS Clause.

Further discussion followed by Professors Pelzman, Brewer, Thompson, Gupta, and Kirsch.

Professor Kahn pointed out that the resolution should establish a University policy instead of a student right. He then moved to amend the First RESOLVING Clause to substitute the words, "a University policy" for the words "students' rights" so that the same would read:

"That there be written regulation affirming the University policy permitting students to have one final examination rescheduled if they have three or more final examinations scheduled on the same day."

The motion was seconded.

The question was called on the Kahn amendment and the motion was passed.

The question was called on the original motion, as amended, and Resolution 94/9 was adopted, as amended. (Resolution 94/9, as amended, is attached.)

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

GENERAL BUSINESS

I. NOMINATION FOR ELECTION OF THE NOMINATING COMMITTEE FOR THE 1995-96 EXECUTIVE COMMITTEE

Professor Robinson, on behalf of the Executive Committee, moved the following nominations for election to the Nominating Committee: Professors Gerald P. Johnston (NLC) Convener, Robert J. Harrington (SEAS), Phyllis D. Kind (SMHS), Martha N. Rashid (GSEHD), Stefan O. Schiff (CCGSAS), and Philip W. Wirtz (SBPM). There were no additional nominations from the floor, and the nominees were elected unanimously.

II. REPORT OF THE EXECUTIVE COMMITTEE

The report of the Executive Committee by Professor Robinson, Chair, is enclosed and made a part of these minutes.

III. INTERIM REPORTS OF SENATE COMMITTEE CHAIRS

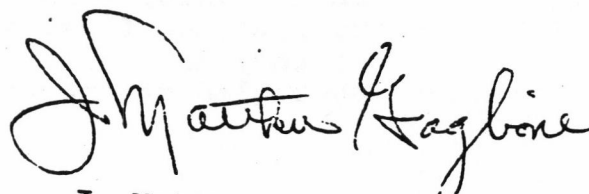
There were no Interim Reports.

BRIEF STATEMENTS (AND QUESTIONS)

Professor Gupta, Co-Chair of the Joint Faculty-Administration Task Force on Retirement Opportunities and Incentives to Faculty, noted that the Task Force is awaiting the appointment of administrators to it, so that it could proceed with its work. Vice President French indicated that he was working on this matter.

ADJOURNMENT

Upon motion made and seconded, Vice President French adjourned the meeting at 4:15 p.m.


J. Matthew Gaglione
Secretary

[Any inquiries about this resolution should be directed to Professor Walter K. Kahn, Chair, Committee on Professional Ethics and Academic Freedom, Ext. 4-7186]

**A RESOLUTION REAFFIRMING THE FACULTY CODE PROVISIONS REGARDING
CONFERRAL OF TENURE (94/7)**

WHEREAS, the Faculty Code is an express part of the contractual agreement between each member of the faculty and The George Washington University; and

WHEREAS, the Procedures for the Implementation of the Faculty Code, Section B., entitled "Faculty Participation in Action Concerning Faculty Membership," Subsection 3 provides:

"Appointments and actions affecting renewal of appointments, promotion, tenure designation, and termination of service shall normally follow faculty recommendations. Departures from this standard shall be limited to those cases involving compelling reasons."

and

WHEREAS, on January 26, 1977, then Vice President Harold Bright issued a memorandum attempting to shift the responsibility of establishing compelling reasons for rejecting tenure recommendations made prior to the penultimate year of the normal probationary period from the administration to the faculty that recommended early tenure; **NOW, THEREFORE**

**BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON
UNIVERSITY**

- (1) That the policy on "early tenure" contained in the January 26, 1977, memorandum from [then] Vice President Bright, which states that "... recommendations for early tenure will not be approved by my office. Exceptions will be made only for compelling reasons" is in conflict with the letter and spirit of the Faculty Code; and
- (2) That Faculty Senate requests the Administration to supersede the Bright memorandum with one consistent with the letter and spirit of the Faculty Code.

Committee on Professional Ethics and Academic Freedom
November 9, 1994

Withdrawn, March 10, 1995

[Any inquiries about this resolution should be directed to Professor Joseph L. Tropea, Co-Chair, Joint Committee of Faculty and Students, Ext. 4-6345]

A RESOLUTION REGARDING THE PROPOSED ACADEMIC HONOR CODE (94/8)

WHEREAS, there is currently a proposal for an Academic Honor Code being put forward by the Subcommittee on Academic Integrity of the Joint Committee of Faculty and Students, and;

WHEREAS, this Academic Honor Code will greatly enhance the academic reputation of the George Washington University, and;

WHEREAS, this Academic Honor Code will enhance the rights of students by holding students in various schools of the University to the same standards of academic integrity and to a uniform method of adjudication of cases of academic dishonesty, and;

WHEREAS, this Academic Honor Code will enhance the rights of faculty by providing them with institutional support for upholding the University standards of academic integrity, and;

WHEREAS, this Academic Honor Code will benefit students and faculty of the George Washington University by streamlining the bureaucracy involved when cases of academic dishonesty arise; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate approves the proposed Academic Honor Code and recommends its swift adoption and implementation by the University.

Joint Committee of Faculty and Students
February 17, 1995

Adopted, as amended, March 10, 1995

The George Washington University
Academic Honor Code

PREAMBLE

We, the Students, Faculty, Librarians and Administration of The George Washington University, believing academic honesty to be central to the mission of the University, commit ourselves to its high standards and to the promotion of academic integrity. Commitment to academic honesty upholds the mutual respect and moral integrity that our community values and nurtures. To this end, we have established The George Washington University Academic Honor Code.

Article I - The Authority of the Honor Code

Section 1 - Jurisdiction of the Honor Code

- (a) The Honor Code shall have jurisdiction over the following schools within the University:
 - 1) the Columbian School of Arts and Sciences;
 - 2) the Elliott School of International Affairs;
 - 3) the Graduate School of Education and Human Development;
 - 4) the School of Business and Public Management;
 - 5) the School of Engineering and Applied Science;
 - 6) the Health Sciences program in the School of Medicine and Health Sciences.
- (b) This Code will apply to all programs and courses, both degree and non-degree, conducted by these schools, regardless of their location.

Section 2 - Repeal of Prior University Policies on Academic Dishonesty

Academic dishonesty policies of The George Washington University applicable to the aforementioned schools previous to the time of the passage of this Honor Code are hereby repealed and are for all intents and purposes null and void. The previous academic dishonesty policies of The George Washington University shall remain in force at the National Law Center.

Article II - Basic Considerations

Section 1 - Definition of Academic Dishonesty

- (a) Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.
- (b) Common examples of academically dishonest behavior include, but are not limited to, the following:
 - 1) Cheating - intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; copying from another student's examination; submitting work prepared in advance for an in-class examination; representing material prepared by another as one's own work; submitting the same work in more than one course without prior permission of both instructors; violating rules governing administration of examinations; violating any rules of a course or program relating to academic conduct.
 - 2) Fabrication - intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
 - 3) Plagiarism - representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute quotation, paraphrase, or borrowed facts or information.
 - 4) Falsification and forgery of University academic documents - knowingly making a false statement, concealing material information, or forging a University official's signature on any University academic document or record. Such academic documents or records may include the application for admission, transcripts, add-drop forms, requests for advanced standing, requests to register for graduate-level courses, etc. (Falsification or forgery of non-academic University documents, such as financial aid forms, shall be considered a violation of the non-

academic student disciplinary code.)

5) Facilitating academic dishonesty - intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Section 2 - Reportage

- (a) It is the moral responsibility, but not sanctioned obligation, of each member of the George Washington University community to respond to suspected acts of academic dishonesty by: 1) consulting the individual(s) thought to be involved and encouraging them to report it themselves, and/or 2) reporting it to the instructor involved, and/or 3) reporting it to the Honor Council.
- (b) Reporting oneself after committing academic dishonesty is strongly encouraged and may be considered in determining sanctions.

Section 3 - Assignments and Examinations

- (a) Instructors are solely responsible for establishing academic assignments and methods of examination.
- (b) Instructors are encouraged to provide to students [on course syllabi] clear explanations of their expectations regarding the completion of assignments and examinations, including permissible collaboration.
- (c) Instructors are encouraged to choose assignments and methods of examination believed to promote academic honesty. Examples of these include careful proctoring of examinations and the constant creation of fresh exams. [Where appropriate, collaborative projects and unproctored examinations may be used.] Collaborative projects and unproctored examinations do not violate the practice of academic honesty. When assigning collaborative projects or using unproctored examinations, the instructor should explicitly state the expectations of performance for all participants.
- (d) Instructors are encouraged to provide opportunities for students to affirm their commitment to academic integrity in various settings, including examinations and other assignments. The following statement may be used for this purpose: "I, (student's name), affirm that I have completed this assignment/examination in accordance with the Honor Code."

Article III - The Honor Council

Section 1 - Mission of the Honor Council

- (a) The Honor Council will be responsible for promoting academic integrity and for administering all procedures in this Code.
- (b) Administrative and logistical support for the Honor Council shall be provided by the Office of the Associate Vice President for Academic Affairs. The office shall be the repository for records pertaining to the Honor Code and Honor Council.

Section 2 - Composition of the Honor Council and the Hearing Panels

- (a) The Honor Council shall have members from each of the participating schools. There will be six students and four faculty members from the Columbian School of Arts and Sciences. There will be four students and two faculty members from each of the following schools: the Elliott School of International Affairs, the Graduate School of Education and Human Development, the School of Business and Public Management, and the School of Engineering and Applied Science. There will be two students and one faculty member from the Health Sciences Program in the School of Medicine and Health Sciences. The terms of all members shall be one academic year. Members may reapply for additional terms. The process for identifying and selecting candidates to serve on the Honor Council shall be determined by the Implementation Team, as described in Article V, Section 2.
- (b) At the beginning of each academic year, five presiding officers will be elected by the full

membership of the Council, from among the student members, at a meeting convened by the Associate Vice President for Academic Affairs or a designate. Insofar as possible, these officers shall rotate responsibility for presiding over cases. The presiding officer will have no vote in the deliberations on establishing guilt or recommending a sanction at the hearing.

- (c) Hearing Panels selected from members of the Honor Council shall adjudicate all cases arising under this Code. The Associate Vice President for Academic Affairs or a designate will select and convene hearing panels as needed. A Hearing Panel shall be comprised of a presiding officer, two student members and two faculty members, [including the presiding officer,] as defined in Article III, Section 2, (b). Two of the members shall be from the home school of the respondent(s). One of the members shall be from the home school of the course.
- (d) Cases arising in the summer may be adjudicated in the summer, providing that members of the Honor Council are available. Otherwise they will be adjudicated during the following academic year.
- (e) All members of the Honor Council shall participate in training organized by the Associate Vice President for Academic Affairs or a designate.

Section 3 - Selection and Removal of Honor Council Members

- (a) During each spring semester, a Selection Committee will handle the nomination, application and selection processes of the Honor Council members who will serve in the next academic year. This committee shall be convened by the Associate Vice President for Academic Affairs or a designate, and will be comprised of the following members:
 - 1) the Faculty Co-Chair of the Joint Committee of Faculty and Students;
 - 2) the Student Co-Chair of the Joint Committee of Faculty and Students;
 - 3) the Chair of the Faculty Senate Committee on Educational Policy;
 - 4) the Chair of the Student Association Senate Academic Affairs Committee;
 - 5) the Chair of the Faculty Senate Executive Committee or a designate;
 - 6) the President of the Student Association or a designate.
- (b) The following criteria shall be used in the selection of the student members:
 - 1) must be full-time students enrolled in a degree-granting program of the School which they are representing;
 - 2) must have made satisfactory academic progress and be in good academic standing;
 - 3) may not have any disciplinary record or probation of any sort;
 - 4) may not hold any position, either elected or appointed, in the Student Association.
- (c) The following criteria shall be used in the selection of the Faculty members:
 - 1) must be full-time faculty members in the School that they are representing;
 - [2] 2) may not have been the subject of any relevant disciplinary or grievance procedure;
 - [3] 2) may not be elected members of the Faculty Senate.
- (d) Members of the Honor Council who are charged with any violation of this Code or the Code of Student Conduct shall be suspended from participation during the pendency of the charges against them. Members found guilty of any violation of this Code or the Code of Student Conduct shall be disqualified from any further participation in the Honor Council. Faculty members involved in a pending case shall not participate on a Hearing Panel during the pendency of the charge.
- (e) The Honor Council, by a two-thirds vote of the membership, may remove a member for non-participation. Each Honor Council shall, at the beginning of its term, define an expectation of participation for its members.
- (f) Vacancies, as they occur, shall be filled by the Selection Committee.

Section 4 - Case Procedures

- (a) Charges involving violations of the Honor Code may be initiated by either faculty, students,

librarians or administrators. Any charges must be made [within twelve working days] as expeditiously as is reasonably possible (normally within twelve working days) from the discovery of the infraction. Charges may be initiated as follows:

1) A student may initiate a charge of academic dishonesty against another student, by [either] referring the case to the faculty member involved and/or to the Honor Council. If the case is brought directly to the Honor Council, for action by a Hearing Panel, then the Associate Vice President of Academic Affairs or a designate shall immediately notify the instructor of the involved course.

2) When a faculty member initiates a charge or is made aware of a violation which the faculty member determines to be substantive, the faculty member shall contact the Office of the Associate Vice President for Academic Affairs, in order to discover whether the student has ever been found guilty of a charge of academic dishonesty.

i) In first offense cases, the instructor [may] shall either act directly, in consultation with the Department Chair, or [may] refer the case to the Honor Council for action by a Hearing Panel. An instructor who acts directly must present the student with specific charges and a proposed sanction. Sanctions will be determined in accordance with Article III, Section 5 and Article II, Section 2 of this Code.

ii) If the faculty member acts directly then the accused student shall have the right to appeal directly to the Honor Council, for action by a Hearing Panel, should he or she disagree with the validity of the charge or the appropriateness of the sanction.

iii) Second offenses shall go directly to the Honor Council, for action by a Hearing Panel.

iv) If a faculty member is made aware of a violation which the faculty member determines not to be substantive, the faculty member shall notify the complaining student promptly.

3) All charges initiated by members of the administration or librarians shall go directly to the Honor Council, for action by a Hearing Panel.

- (b) All actions, on any level, shall be recorded with the Office of the Associate Vice President for Academic Affairs. This includes cases handled directly by instructors.
- (c) Deliberation of the hearing shall occur in two stages: the establishment of guilt and the recommendation of sanction. To find a respondent guilty, three-quarters of the voting panel members must agree. If the panel finds a respondent guilty, they shall also make a recommendation of sanction. A sanction other than expulsion can be recommended by three-quarters of the voting panel members. A sanction of expulsion can only be recommended by a unanimous vote of the voting panel members.
- (d) Reports of the Hearing Panel shall include a finding of fact and a determination of the guilt or innocence of the respondent. If the respondent is found guilty, then the report will also include a [recommendation] determination of sanction. Sanctions will be determined in accordance with Article III, Section 5 and Article II, Section 2 of this Code. This report shall be forwarded to the Vice President for Academic Affairs, who will then notify the respondent of the Hearing Panel's decision of guilt or innocence and [the final] the Panel's decision [of] as to sanction. However, if in the judgment of the Vice President for Academic Affairs the sanction decided upon by the Panel is significantly at variance with sanctions imposed in closely similar cases, the decision as to sanction may be remanded to the Panel for reconsideration and possible revision before being reported to the respondent. The complainant, appropriate Department Chair and Dean shall receive a copy of the Hearing Panel's report [and the Vice President's determination of sanction].
- (e) These proceedings should be concluded as expeditiously as possible. The Hearing Panels should strive to have proceedings concluded within seven weeks of the report of the violation. However, failure to do so shall not constitute a violation of this Code when extenuating circumstances reasonably excuse the delay.

Section 5 - Sanctions

- (a) The minimum sanction in first offense cases shall be failure of the assignment in question. The minimum sanction in repeat violation cases shall be failure of the course. For more serious offenses sanction may be suspension from the University for a specified, minimum

time [and] or expulsion from the University. Other sanctions may be appropriate for particular cases.

- (b) Sanctions of suspension or expulsion, as a result of academic dishonesty, may only be [recommended] determined by a Hearing Panel.
- (c) Attempts to commit acts prohibited by this Code may be punished to the same extent as completed violations.
- (d) Respondents found in violation of this Code may also be removed from certain University programs, in accordance with the regulations and bylaws of that program.
- (e) All sanctions except failure of the assignment in question shall be marked on the respondent's permanent record with the phrase "Academic Dishonesty". In the case of failure of the course, the notation shall remain on the record of the respondent for a minimum of two years. In the case of suspension or expulsion, the notation shall remain on the record of the respondent for a minimum of three years. After the minimum time has elapsed, the respondent may petition to the Vice President for Academic Affairs for the removal of the sanction notation from the permanent record. This provision shall not, however, prohibit any program, department, college or school of the University from retaining records of violations and reporting violations as required by their professional standards.

Section 6 - Hearing Panel Procedural Guidelines

- (a) All attendant procedures and records of the Honor Council and its Hearing Panels, from the initial charge to the final resolution, shall be strictly confidential.
- (b) Respondents and complainants shall be given notice of the hearing date and the specific charges against them at least five calendar days in advance and shall be accorded reasonable access to the case file, which will be retained in the Office of the Associate Vice President for Academic Affairs. The instructor of the involved course, appropriate academic Dean, Department Chair and the Dean of Students shall also receive notification of the pending charges within five calendar days of the hearing.
- (c) The presiding officer may request the attendance of witnesses upon motion of any panel member, or of either party. Only witnesses who can provide direct knowledge about the given case shall be called. Requests must be approved by the Associate Vice President for Academic Affairs or a designate, and shall be personally delivered or sent by certified mail, return receipt requested. University students and employees are expected to comply with such requests. Complainants and respondents shall be accorded an opportunity to question those witnesses who testify for either party at the hearing.
- (d) Hearings will occur in the absence of respondents who fail to appear after proper notice. In this instance, complainants will still be required to present his or her case.
- (e) Hearings will be closed to the public, without exception. Prospective witnesses, other than the complainant and respondent, shall be excluded from the hearing during the testimony of other witnesses. All parties and witnesses shall be excluded from Panel deliberations. Both the complainant and the respondent may be accompanied by an advisor. The role of these advisors shall be limited to consultation. Under no circumstances are advisors permitted to address the Panel or question witnesses. If the respondent's advisor is a lawyer, the University may have legal counsel present.
- (f) Hearings shall be conducted in accordance with the investigatory model of administrative hearings, in which the Hearing Panel assumes responsibility for the questioning of witnesses and the eliciting of relevant evidence. The purpose of the hearing is to establish the facts. The burden of proof shall be upon the complainant, who must establish the guilt of the respondent by a preponderance of the evidence. "Preponderance of the evidence" is that evidence, which when fairly considered, produces the stronger impression, has the greater weight, and is more

convincing as to its truth when weighed against the evidence offered in opposition.

- (g) Formal rules of evidence shall not be applicable in proceedings conducted pursuant to this Code. The presiding officer shall admit all matters into evidence that reasonable persons would accept as having probative value. Panel members may take into consideration matters that would be within the general experience of University students and faculty members.
- (h) The presiding officer shall exercise control over the proceedings to achieve orderly and timely completion of the hearing. Any person, including the complainant and respondent, who disrupts a hearing may be excluded by the presiding officer. The presiding officer shall direct the hearing through the following: statements from both the complainant and respondent, questioning and cross-examination of witnesses by both the complainant and respondent, the questioning of the complainant, respondent and any witnesses by panel members, and concluding statements by the complainant and respondent.
- (i) Hearings shall be tape-recorded. These tapes will be retained for a period of three years.
- (j) Any party may challenge a panel member on the grounds of personal bias. In such cases, panel members may be disqualified from the hearing by the Associate Vice President for Academic Affairs or a designate, or upon majority vote of the remaining members of the Panel, conducted by secret ballot.
- (k) Witnesses shall be asked to affirm that their testimony is truthful. False testimony will be subject to charges of intentionally providing false information to the University, pursuant to Part 11(f) of the Code of Conduct.
- (l) Affidavits shall only be admitted into evidence if signed by the affiant and witnessed by the Associate Vice President for Academic Affairs or a designate.

Section 7 - Appeals

Appeals of the decision of the Hearing Panel or of the sanction imposed by the Vice President for Academic Affairs shall only be based on new evidence or evidence of bias. [Appeals will be reviewed by the President of the University.] After a decision has been confirmed by the Vice President for Academic Affairs, either party may file, within three working days, an intention to appeal with the Office of the Associate Vice President for Academic Affairs. A petition of appeal must be filed within five working days of the declaration of intention. Appeals will be reviewed by the President of the University. The President will then make a decision on the appeal, based on the petition and the reports of the Hearing Panel and the Vice President for Academic Affairs.

Article IV - Amendments to the Honor Code

Section 1 - Amendments

- (a) Amendments to the Honor Code shall be referred to or initiated by either the Faculty Senate or the Student Association. In order for an amendment to pass, both must approve the measure with a simple majority vote.
- (b) Amendments will then be forwarded to the President of the University for confirmation and submission to the Board of Trustees.

Section 2 - Reports and Reviews

- (a) The Office of the Associate Vice President for Academic Affairs shall make an annual report to the Academic Affairs Committee of the Board of Trustees, Joint Committee of Faculty and Students, the Faculty Senate Educational Policy Committee, the Student Association Senate Academic Affairs Committee, and the Council of Deans on the work of the Honor Council.
- (b) The Honor Council may, from time to time, make reports and recommendations to the Faculty Senate, the Student Association Senate or the Joint Committee of Faculty and

Students about the state of the Honor Code.

- (c) The Joint Committee of Faculty and Students shall conduct a review of the Honor Code within five years of its implementation.

Article V - Implementation

Section 1 - Mission of the Implementation Team

- (a) The mission of the Implementation Team will be to plan for effective implementation of the Honor Code and to ensure that appropriate, adequate, and timely preparation is completed prior to the date of implementation.
- (b) The types of preparation essential to effective implementation include, but are not limited to, the following:
 - 1) developing ways to educate faculty and students about the importance of academic integrity and its impact on the University;
 - 2) publication and distribution of the Code itself;
 - 3) preparation of documents that relate the Code to practical student and faculty experience and that provide both groups with strategies for avoiding academic dishonesty;
 - 4) inclusion of the Honor Code in the recruitment of prospective students and faculty;
 - 5) planning for student, faculty and graduate teaching assistant orientation, guidance and training;
 - 6) working out practical details of implementation not explicitly covered in the Code, such as the organization of the Honor Council, the process for identifying candidates for the Honor Council, and the development of an application for Honor Council members;
 - 7) prepare a fuller listing of potential sanctions, and guidelines about the offenses for which they might be appropriate;
 - 8) planning ways to maintain a high level of visibility for the Code.

Section 2 - Composition of the Implementation Team

- (a) The Implementation Team will be convened by the Associate Vice President for Academic Affairs, upon adoption of the Honor Code.
- (b) The Implementation Team will be comprised of the following members:
 - 1) the Faculty Co-Chair of the Joint Committee of Faculty and Students;
 - 2) the Student Co-Chair of the Joint Committee of Faculty and Students;
 - 3) the Chair of the Faculty Senate Committee on Educational Policy;
 - 4) the Chair of the Student Association Senate Academic Affairs Committee;
 - 5) the Chair of the Faculty Senate Executive Committee or a designate;
 - 6) the President of the Student Association or a designate;
 - 7) the University's General Counsel or a designate;
 - 8) the Dean of the Columbian School of Arts and Sciences or a designate;
 - 9) the Dean of the Elliott School of International Affairs or a designate;
 - 10) the Dean of the Graduate School of Education and Human Development or a designate;
 - 11) the Dean of the School of Business and Public Management or a designate;
 - 12) the Dean of the School of Engineering and Applied Science or a designate;
 - 13) the Associate Dean of the Health Sciences Program in the School of Medicine and Health Sciences or a designate;
 - 14) the Dean of Students or a designate;
 - 15) any other members of the University the Associate Vice President for Academic Affairs or a designate may deem necessary.

A RESOLUTION ON FINAL EXAMINATION CONFLICTS (94/9)

WHEREAS, The George Washington University wants to optimize students' academic performance; and

WHEREAS, oral tradition intimates that if a student has three final examinations scheduled for the same day, that student is entitled to request that one of the three examinations be rescheduled; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

- (1) That there be written regulation affirming ~~students' rights~~ the University policy to have one final examination rescheduled if a student has three or more final examinations scheduled on the same day; and
- (2) That the rescheduling take place at least three weeks prior to the last day of classes and that, whenever possible, the make-up examination be rescheduled during the examination period; and
- (3) That the rescheduling be achieved in consultation with the instructors involved and that, whenever possible, the student selects which examination to reschedule.

Joint Committee of Faculty and Students
December 1994

Adopted, as amended, March 10, 1995

REPORT OF THE EXECUTIVE COMMITTEE
MARCH 10, 1995
PROFESSOR LILIE F. ROBINSON, CHAIR

I. FACULTY ASSEMBLY

A Faculty Assembly has been scheduled by the President for Tuesday, April 11th, at 3:30 p.m. in the Faculty Senate Conference Room, Lisner 603. The timing for this annual meeting has been discussed by the Executive Committee. The Executive Committee has suggested to Vice President French that in the future the Assembly be scheduled during the Fall Semester and that the introduction of new faculty be made a regular part of the agenda.

II. APRIL SENATE MEETING

Agenda items for the April 14th Senate meeting are:

- A Policy on Conflict of Interest
- A Resolution on Smoking
- Election of the Executive Committee of the Faculty Senate for the 1995-96 session
- Election of faculty for appointment by the President to administrative committees
- Report from the Appointment, Salary, and Promotion Policies Committee on 1994-95 Faculty Salaries

III. ANNOUNCEMENTS

The next regular meeting of the Executive Committee is Friday, March 31st. Reports of resolutions for the April Senate agenda should be received by the Executive Committee before that date.

THE GEORGE WASHINGTON UNIVERSITY
Washington, DC


The Faculty Senate

February 27, 1995

The Faculty Senate will meet on Friday, March 10, 1995, at 2:10 p.m. in Lisner Hall 603.

AGENDA

1. Call to order
2. Short recess for the purpose of having a group photograph taken of the 1994-95 Faculty Senate
3. Approval of the minutes of the regular meeting of February 10, 1995
4. Resolutions:
 - (a) A RESOLUTION REAFFIRMING THE FACULTY CODE PROVISIONS REGARDING CONFERRAL OF TENURE (94/7); Professor Walter K. Kahn, Chair, (Resolution 94/7 attached)
 - (b) A RESOLUTION REGARDING THE PROPOSED ACADEMIC HONOR CODE (94/8) with accompanying Reports; Professor Joseph L. Tropea, Co-Chair, Joint Committee of Faculty and Students (Resolution 94/8 with Reports attached)
 - (c) A RESOLUTION ON FINAL EXAMINATION CONFLICTS (94/9); Professor Joseph L. Tropea, Co-Chair, Joint Committee of Faculty and Students (Resolution 94/9 attached)
5. Introduction of Resolutions
6. General Business:
 - (a) Nomination for election of the Nominating Committee for the 1995-96 Executive Committee (nominees to be announced)
 - (b) Report of the Executive Committee: Professor Lilien F. Robinson, Chair
 - (c) Interim Reports of Senate Committee Chairs
7. Brief Statements (and Questions)
8. Adjournment



J. Matthew Gaglione
Secretary

[Any inquiries about this resolution should be directed to Professor Walter K. Kahn, Chair, Committee on Professional Ethics and Academic Freedom, Ext. 4-7186]

**A RESOLUTION REAFFIRMING THE FACULTY CODE PROVISIONS REGARDING
CONFERRAL OF TENURE (94/7)**

WHEREAS, the Faculty Code is an express part of the contractual agreement between each member of the faculty and The George Washington University; and

WHEREAS, the Procedures for the Implementation of the Faculty Code, Section B., entitled "Faculty Participation in Action Concerning Faculty Membership," Subsection 3 provides:

"Appointments and actions affecting renewal of appointments, promotion, tenure designation, and termination of service shall normally follow faculty recommendations. Departures from this standard shall be limited to those cases involving compelling reasons."

and

WHEREAS, on January 26, 1977, then Vice President Harold Bright issued a memorandum attempting to shift the responsibility of establishing compelling reasons for rejecting tenure recommendations made prior to the penultimate year of the normal probationary period from the administration to the faculty that recommended early tenure; **NOW, THEREFORE**

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

- (1) That the policy on "early tenure" contained in the January 26, 1977, memorandum from [then] Vice President Bright, which states that "... recommendations for early tenure will not be approved by my office. Exceptions will be made only for compelling reasons" is in conflict with the letter and spirit of the Faculty Code; and
- (2) That Faculty Senate requests the Administration to supersede the Bright memorandum with one consistent with the letter and spirit of the Faculty Code.

[Any inquiries about this resolution should be directed to Professor Joseph L. Tropea, Co-Chair, Joint Committee of Faculty and Students, Ext. 4-6345]

A RESOLUTION REGARDING THE PROPOSED ACADEMIC HONOR CODE (94/8)

WHEREAS, there is currently a proposal for an Academic Honor Code being put forward by the Subcommittee on Academic Integrity of the Joint Committee of Faculty and Students, and;

WHEREAS, this Academic Honor Code will greatly enhance the academic reputation of the George Washington University, and;

WHEREAS, this Academic Honor Code will enhance the rights of students by holding students in various schools of the University to the same standards of academic integrity and to a uniform method of adjudication of cases of academic dishonesty, and;

WHEREAS, this Academic Honor Code will enhance the rights of faculty by providing them with institutional support for upholding the University standards of academic integrity, and;

WHEREAS, this Academic Honor Code will benefit students and faculty of the George Washington University by streamlining the bureaucracy involved when cases of academic dishonesty arise; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate approves the proposed Academic Honor Code and recommends its swift adoption and implementation by the University.

Joint Committee of Faculty and Students
February 17, 1995

**The George Washington University
Academic Honor Code**

PREAMBLE

We, the Students, Faculty and Administration of The George Washington University, believing academic honesty to be central to the mission of the University, commit ourselves to its high standards and to the promotion of academic integrity. Commitment to academic honesty upholds the mutual respect and moral integrity that our community values and nurtures. To this end, we have established The George Washington University Academic Honor Code.

Article I - The Authority of the Honor Code

Section 1 - Jurisdiction of the Honor Code

- (a) The Honor Code shall have jurisdiction over the following schools within the University:
 - 1) the Columbian School of Arts and Sciences;
 - 2) the Elliott School of International Affairs;
 - 3) the Graduate School of Education and Human Development;
 - 4) the School of Business and Public Management;
 - 5) the School of Engineering and Applied Science;
 - 6) the Health Sciences program in the School of Medicine and Health Sciences.
- (b) This Code will apply to all programs and courses, both degree and non-degree, conducted by these schools, regardless of their location.

Section 2 - Repeal of Prior University Policies on Academic Dishonesty

Academic dishonesty policies of the George Washington University applicable to the aforementioned schools previous to the time of the passage of this Honor Code are hereby repealed and are for all intents and purposes null and void.

Article II - Basic Considerations

Section 1 - Definition of Academic Dishonesty

- (a) Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.
- (b) Common examples of academically dishonest behavior include, but are not limited to, the following:
 - 1) Cheating - intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; copying from another student's examination; submitting work prepared in advance for an in-class examination; representing material prepared by another as one's own work; submitting the same work in more than one course without prior permission of both instructors; violating rules governing administration of examinations; violating any rules of a course or program relating to academic conduct.
 - 2) Fabrication - intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
 - 3) Plagiarism - representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute quotation, paraphrase, or borrowed facts or information.
 - 4) Falsification and forgery of University academic documents - knowingly making a false statement, concealing material information, or forging a University official's signature on any University academic document or record. Such academic documents or records may include the application for admission, transcripts, add-drop forms, requests for advanced standing, requests to register for graduate-level courses, etc. (Falsification or forgery of non-academic University documents, such as financial aid forms, shall be considered a violation of the non-academic student disciplinary code.)
 - 5) Facilitating academic dishonesty - intentionally or knowingly helping or attempting to

help another to commit an act of academic dishonesty.

Section 2 - Reportage

- (a) It is the moral responsibility, but not sanctioned obligation, of each member of the George Washington University community to respond to suspected acts of academic dishonesty by:
1) consulting the individual(s) thought to be involved and encouraging them to report it themselves, and/or 2) reporting it to the instructor involved, and/or 3) reporting it to the Honor Council.
- (b) Reporting oneself after committing academic dishonesty is strongly encouraged and may be considered in determining sanctions.

Section 3 - Assignments and Examinations

- (a) Instructors are solely responsible for establishing academic assignments and methods of examination.
- (b) Instructors are encouraged to provide to students on course syllabi clear explanations of their expectations regarding the completion of assignments and examinations, including permissible collaboration.
- (c) Instructors are encouraged to choose assignments and methods of examination believed to promote academic honesty. Examples of these include careful proctoring of examinations and the constant creation of fresh exams. Where appropriate, collaborative projects and unproctored examinations may be used. When assigning collaborative projects, the instructor should explicitly state the expectations of performance for all participants.
- (d) Instructors are encouraged to provide opportunities for students to affirm their commitment to academic integrity in various settings, including examinations and other assignments. The following statement may be used for this purpose: "I, (student's name), affirm that I have completed this assignment/examination in accordance with the Honor Code."

Article III - The Honor Council

Section 1 - Mission of the Honor Council

- (a) The Honor Council will be responsible for promoting academic integrity and for administering all procedures in this Code.
- (b) Administrative and logistical support for the Honor Council shall be provided by the Office of the Associate Vice President for Academic Affairs. The office shall be the repository for records pertaining to the Honor Code and Honor Council.

Section 2 - Composition of the Honor Council and the Hearing Panels

- (a) The Honor Council shall have members from each of the participating schools. There will be six students and four faculty members from the Columbian School of Arts and Sciences. There will be four students and two faculty members from each of the following schools: the Elliott School of International Affairs, the Graduate School of Education and Human Development, the School of Business and Public Management, and the School of Engineering and Applied Science. There will be two students and one faculty member from the Health Sciences Program in the School of Medicine and Health Sciences. The terms of all members shall be one academic year. Members may reapply for additional terms. The process for identifying and selecting candidates to serve on the Honor Council shall be determined by the Implementation Team, as described in Article V, Section 2.
- (b) At the beginning of each academic year, five presiding officers will be elected by the full membership of the Council, from among the student members, at a meeting convened by the Associate Vice President for Academic Affairs or a designate. Insofar as possible, these officers shall rotate responsibility for presiding over cases. The presiding officer will have no vote in the deliberations on establishing guilt or recommending a sanction at the hearing.

- (c) Hearing Panels selected from members of the Honor Council shall adjudicate all cases arising under this Code. The Associate Vice President for Academic Affairs or a designate will select and convene hearing panels as needed. A Hearing Panel shall be comprised of a presiding officer, two student members and two faculty members, including the presiding officer, as defined in Article III, Section 2, (b). Two of the members shall be from the home school of the respondent(s). One of the members shall be from the home school of the course.
- (d) Cases arising in the summer may be adjudicated in the summer, providing that members of the Honor Council are available. Otherwise they will be adjudicated during the following academic year.
- (e) All members of the Honor Council shall participate in training organized by the Associate Vice President for Academic Affairs or a designate.

Section 3 - Selection and Removal of Honor Council Members

- (a) During each spring semester, a Selection Committee will handle the nomination, application and selection processes of the Honor Council members who will serve in the next academic year. This committee shall be convened by the Associate Vice President for Academic Affairs or a designate, and will be comprised of the following members:
 - 1) the Faculty Co-Chair of the Joint Committee of Faculty and Students;
 - 2) the Student Co-Chair of the Joint Committee of Faculty and Students;
 - 3) the Chair of the Faculty Senate Committee on Educational Policy;
 - 4) the Chair of the Student Association Senate Academic Affairs Committee;
 - 5) the Chair of the Faculty Senate Executive Committee or a designate;
 - 6) the President of the Student Association or a designate.
- (b) The following criteria shall be used in the selection of the student members:
 - 1) must be full-time students enrolled in a degree-granting program of the School which they are representing;
 - 2) must have made satisfactory academic progress and be in good academic standing;
 - 3) may not have any disciplinary record or probation of any sort;
 - 4) may not hold any position, either elected or appointed, in the Student Association.
- (c) The following criteria shall be used in the selection of the Faculty members:
 - 1) must be full-time faculty members in the School that they are representing;
 - 2) may not have been the subject of any relevant disciplinary or grievance procedure;
 - 3) may not be elected members of the Faculty Senate.
- (d) Members of the Honor Council who are charged with any violation of this Code or the Code of Student Conduct shall be suspended from participation during the pendency of the charges against them. Members found guilty of any violation of this Code or the Code of Student Conduct shall be disqualified from any further participation in the Honor Council. Faculty members involved in a pending case shall not participate on a Hearing Panel during the pendency of the charge.
- (e) The Honor Council, by a two-thirds vote of the membership, may remove a member for non-participation. Each Honor Council shall, at the beginning of its term, define an expectation of participation for its members.
- (f) Vacancies, as they occur, shall be filled by the Selection Committee.

Section 4 - Case Procedures

- (a) Charges involving violations of the Honor Code may be initiated by either faculty, students or administrators. Any charges must be made within twelve working days from the discovery of the infraction. Charges may be initiated as follows:
 - 1) A student may initiate a charge of academic dishonesty against another student, by either referring the case to the faculty member involved or to the Honor Council. If the case is

- brought directly to the Honor Council, for action by a Hearing Panel, then the Associate Vice President of Academic Affairs or a designate shall notify the instructor of the involved course.
- 2) When a faculty member initiates a charge or is made aware of a violation, the faculty member shall contact the Office of the Associate Vice President for Academic Affairs, in order to discover whether the student has ever been found guilty of a charge of academic dishonesty.
- i) In first offense cases, the instructor may act directly, in consultation with the Department Chair, or may refer the case to the Honor Council for action by a Hearing Panel. An instructor who acts directly must present the student with specific charges and a proposed sanction. Sanctions will be determined in accordance with Article III, Section 5 and Article II, Section 2 of this Code.
- ii) If the faculty member acts directly then the accused student shall have the right to appeal directly to the Honor Council, for action by a Hearing Panel, should he or she disagree with the validity of the charge or the appropriateness of the sanction.
- iii) Second offenses shall go directly to the Honor Council, for action by a Hearing Panel.
- 3) All charges initiated by members of the administration shall go directly to the Honor Council, for action by a Hearing Panel.
- (b) All actions, on any level, shall be recorded with the Office of the Associate Vice President for Academic Affairs. This includes cases handled directly by instructors.
- (c) Deliberation of the hearing shall occur in two stages: the establishment of guilt and the recommendation of sanction. To find a respondent guilty, three-quarters of the voting panel members must agree. If the panel finds a respondent guilty, they shall also make a recommendation of sanction. A sanction other than expulsion can be recommended by three-quarters of the voting panel members. A sanction of expulsion can only be recommended by a unanimous vote of the voting panel members.
- (d) Reports of the Hearing Panel shall include a finding of fact and a determination of the guilt or innocence of the respondent. If the respondent is found guilty, then the report will also include a recommendation of sanction. Sanctions will be determined in accordance with Article III, Section 5 and Article II, Section 2 of this Code. This report shall be forwarded to the Vice President for Academic Affairs, who will then notify the respondent of the Hearing Panel's decision of guilt or innocence and the final decision of sanction. The complainant, appropriate Department Chair and Dean shall receive a copy of the Hearing Panel's report and the Vice President's determination of sanction.
- (e) These proceedings should be concluded as expeditiously as possible. The Hearing Panels should strive to have proceedings concluded within seven weeks of the report of the violation. However, failure to do so shall not constitute a violation of this Code when extenuating circumstances reasonably excuse the delay.

Section 5 - Sanctions

- (a) The minimum sanction in first offense cases shall be failure of the assignment in question. The minimum sanction in repeat violation cases shall be failure of the course. For more serious offenses sanction may be suspension from the University for a specified, minimum time and expulsion from the University. Other sanctions may be appropriate for particular cases.
- (b) Sanctions of suspension or expulsion, as a result of academic dishonesty, may only be recommended by a Hearing Panel.
- (c) Attempts to commit acts prohibited by this Code may be punished to the same extent as completed violations.
- (d) Respondents found in violation of this Code may also be removed from certain University programs, in accordance with the regulations and bylaws of that program.
- (e) All sanctions except failure of the assignment in question shall be marked on the respondent's

permanent record with the phrase "Academic Dishonesty". In the case of failure of the course, the notation shall remain on the record of the respondent for a minimum of two years. In the case of suspension or expulsion, the notation shall remain on the record of the respondent for a minimum of three years. After the minimum time has elapsed, the respondent may petition to the Vice President for Academic Affairs for the removal of the sanction notation from the permanent record. This provision shall not, however, prohibit any program, department, college or school of the University from retaining records of violations and reporting violations as required by their professional standards.

Section 6 - Hearing Panel Procedural Guidelines

- (a) All attendant procedures and records of the Honor Council and its Hearing Panels, from the initial charge to the final resolution, shall be strictly confidential.
- (b) Respondents and complainants shall be given notice of the hearing date and the specific charges against them at least five calendar days in advance and shall be accorded reasonable access to the case file, which will be retained in the Office of the Associate Vice President for Academic Affairs. The instructor of the involved course, appropriate academic Dean, Department Chair and the Dean of Students shall also receive notification of the pending charges within five calendar days of the hearing.
- (c) The presiding officer may request the attendance of witnesses upon motion of any panel member, or of either party. Only witnesses who can provide direct knowledge about the given case shall be called. Requests must be approved by the Associate Vice President for Academic Affairs or a designate, and shall be personally delivered or sent by certified mail, return receipt requested. University students and employees are expected to comply with such requests. Complainants and respondents shall be accorded an opportunity to question those witnesses who testify for either party at the hearing.
- (d) Hearings will occur in the absence of respondents who fail to appear after proper notice. In this instance, complainants will still be required to present his or her case.
- (e) Hearings will be closed to the public, without exception. Prospective witnesses, other than the complainant and respondent, shall be excluded from the hearing during the testimony of other witnesses. All parties and witnesses shall be excluded from Panel deliberations. Both the complainant and the respondent may be accompanied by an advisor. The role of these advisors shall be limited to consultation. Under no circumstances are advisors permitted to address the Panel or question witnesses. If the respondent's advisor is a lawyer, the University may have legal counsel present.
- (f) Hearings shall be conducted in accordance with the investigatory model of administrative hearings, in which the Hearing Panel assumes responsibility for the questioning of witnesses and the eliciting of relevant evidence. The purpose of the hearing is to establish the facts. The burden of proof shall be upon the complainant, who must establish the guilt of the respondent by a preponderance of the evidence. "Preponderance of the evidence" is that evidence, which when fairly considered, produces the stronger impression, has the greater weight, and is more convincing as to its truth when weighed against the evidence offered in opposition.
- (g) Formal rules of evidence shall not be applicable in proceedings conducted pursuant to this Code. The presiding officer shall admit all matters into evidence that reasonable persons would accept as having probative value. Panel members may take into consideration matters that would be within the general experience of University students and faculty members.
- (h) The presiding officer shall exercise control over the proceedings to achieve orderly and timely completion of the hearing. Any person, including the complainant and respondent, who disrupts a hearing may be excluded by the presiding officer. The presiding officer shall direct the hearing through the following: statements from both the complainant and respondent, questioning and cross-examination of witnesses by both the complainant and respondent, the questioning of the complainant, respondent and any witnesses by panel members, and

.. concluding statements by the complainant and respondent.

- (i) Hearings shall be tape-recorded. These tapes will be retained for a period of three years.
- (j) Any party may challenge a panel member on the grounds of personal bias. In such cases, panel members may be disqualified from the hearing by the Associate Vice President for Academic Affairs or a designate, or upon majority vote of the remaining members of the Panel, conducted by secret ballot.
- (k) Witnesses shall be asked to affirm that their testimony is truthful. False testimony will be subject to charges of intentionally providing false information to the University, pursuant to Part 11(f) of the Code of Conduct.
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Section 7 - Appeals

Appeals of the decision of the Hearing Panel or of the sanction imposed by the Vice President for Academic Affairs shall only be based on new evidence or evidence of bias. Appeals will be reviewed by the President of the University. After a decision has been confirmed by the Vice President for Academic Affairs, either party may file, within three working days, an intention to appeal with the Office of the Associate Vice President for Academic Affairs. A petition of appeal must be filed within five working days of the declaration of intention. The President will then make a decision on the appeal, based on the petition and the reports of the Hearing Panel and the Vice President for Academic Affairs.

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- (b) Amendments will then be forwarded to the President of the University for confirmation and submission to the Board of Trustees.

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- (a) The Office of the Associate Vice President for Academic Affairs shall make an annual report to the Academic Affairs Committee of the Board of Trustees, Joint Committee of Faculty and Students, the Faculty Senate Educational Policy Committee, the Student Association Senate Academic Affairs Committee, and the Council of Deans on the work of the Honor Council.
- (b) The Honor Council may, from time to time, make reports and recommendations to the Faculty Senate, the Student Association Senate or the Joint Committee of Faculty and Students about the state of the Honor Code.
- (c) The Joint Committee of Faculty and Students shall conduct a review of the Honor Code within five years of its implementation.

Article V - Implementation

Section 1 - Mission of the Implementation Team

- (a) The mission of the Implementation Team will be to plan for effective implementation of the Honor Code and to ensure that appropriate, adequate, and timely preparation is completed prior to the date of implementation.
- (b) The types of preparation essential to effective implementation include, but are not limited to, the following:

- 1) developing ways to educate faculty and students about the importance of academic integrity and its impact on the University;
- 2) publication and distribution of the Code itself;
- 3) preparation of documents that relate the Code to practical student and faculty experience and that provide both groups with strategies for avoiding academic dishonesty;
- 4) inclusion of the Honor Code in the recruitment of prospective students and faculty;
- 5) planning for student, faculty and graduate teaching assistant orientation, guidance and training;
- 6) working out practical details of implementation not explicitly covered in the Code, such as the organization of the Honor Council, the process for identifying candidates for the Honor Council, and the development of an application for Honor Council members;
- 7) prepare a fuller listing of potential sanctions, and guidelines about the offenses for which they might be appropriate;
- 8) planning ways to maintain a high level of visibility for the Code.

Section 2 - Composition of the Implementation Team

- (a) The Implementation Team will be convened by the Associate Vice President for Academic Affairs, upon adoption of the Honor Code.
- (b) The Implementation Team will be comprised of the following members:
 - 1) the Faculty Co-Chair of the Joint Committee of Faculty and Students;
 - 2) the Student Co-Chair of the Joint Committee of Faculty and Students;
 - 3) the Chair of the Faculty Senate Committee on Educational Policy;
 - 4) the Chair of the Student Association Senate Academic Affairs Committee;
 - 5) the Chair of the Faculty Senate Executive Committee or a designate;
 - 6) the President of the Student Association or a designate;
 - 7) the University's General Counsel or a designate;
 - 8) the Dean of the Columbian School of Arts and Sciences or a designate;
 - 9) the Dean of the Elliott School of International Affairs or a designate;
 - 10) the Dean of the Graduate School of Education and Human Development or a designate;
 - 11) the Dean of the School of Business and Public Management or a designate;
 - 12) the Dean of the School of Engineering and Applied Science or a designate;
 - 13) the Associate Dean of the Health Sciences Program in the School of Medicine and Health Sciences or a designate;
 - 14) the Dean of Students or a designate;
 - 15) any other members of the University the Associate Vice President for Academic Affairs or a designate may deem necessary.



175TH ANNIVERSARY 1821-1996

ENGLISH AS A FOREIGN LANGUAGE

REPORT OF THE JCFS SUBCOMMITTEE ON ACADEMIC INTEGRITY

The three-year effort of the JCFS Subcommittee on Academic Integrity has produced a code that the Subcommittee feels will meet the needs of all constituencies of our community and which will provide an effective framework for fostering academic integrity on our campus and addressing acts of academic dishonesty. This report provides background on the development of the Code, our rationale, and an update on recent changes.

BACKGROUND ON THE WORK OF THE SUBCOMMITTEE

During the 1992-1993 academic year the JCFS Subcommittee on Academic Integrity was charged with the mission of facilitating the development of an academic honor code for G.W. This charge was precipitated by two student efforts, one developed by the Student Association Senate and another developed by concerned students in SBPM. During the first year, the Subcommittee collected codes from other universities and research on honor codes; it also developed a set of key issues to be addressed in the development of a code and met with deans to garner their sense of the feasibility of such an effort as well as their input on the issues.

In response to the input gathered, two efforts were undertaken during the 1993-1994 academic year: 1) A student referendum and faculty survey were conducted to determine whether there was sufficient student and faculty support to warrant development of a code. Responses favored the development of a code and the involvement of faculty and students together in adjudicating cases. 2) The Subcommittee wrote the first draft and distributed it to a wide array of administrators, deans, faculty, and students for feedback.

At the beginning of the 1994-1995 academic year, the Subcommittee utilized that input to develop a second draft of the code, which was distributed to the entire community. The second draft was sent to those who had received the first draft for further input. It was distributed to departmental chairs for input and for distribution within departments. Following distribution through the SA office, three public hearings were held during the fall semester. Scott Mory also discussed the Code at meetings of nineteen student organizations and at meetings with the Faculty Senate Educational Policy Committee, University Teaching Center, Experimental Programs, and University Relations. We also participated in extended discussion of this draft with the Council of Deans and the Joint Committee of Faculty and Students. Near the end of the fall semester, members of the Subcommittee participated in the CSAS, ESIA, SEAS, and SBPM faculty meetings and in faculty "roundtables" in the NLC and SEHD. Input from this extensive network then led to a third draft developed during December and January and submitted for further scrutiny to the Council of Deans. The resulting draft was then passed by the JCFS on February 17. On February 27, the text of the Code is to be published in the Hatchet, with "ballots" for students and faculty to return, an

informal means of ascertaining the degree of community support for this draft of the Code.

During the fall semester the University joined the Center for Academic Integrity, a national forum for the discussion of academic integrity and promotion of research on the subject. Scott Mory and I participated in the annual conference held at Rice University, which provided us the opportunity to discuss various areas of concern with experts in the field, to update ourselves on the most current research and thinking, to distribute our Code for review by participants, and to participate in the development of committee papers on topic areas under discussion. Committee reports from both the 1993 and 1994 conferences, as well as the Center and its participants, will be valuable resources in implementing our Code.

RATIONALE FOR AN ACADEMIC HONOR CODE AT G.W.

Since the 1960s, there have been periodic efforts by some of the best, most responsible students at G.W. to develop an honor code. Certainly, the consistency of this effort should indicate a need. While the precise extent of academic dishonesty at G.W. is unknown, each school has a varying number of cases every year and we have all been privy to considerable anecdotal information that would seem to indicate that it is not uncommon. This is borne out by a recent study conducted by Donald McCabe, Associate Professor of Business Ethics at Rutgers. Of 6,096 respondents at 31 "academically selective" schools, 67 percent indicated that they had cheated at least once, 41 percent said they had cheated on exams, and 19 percent were "regulars," reporting that they had cheated on four or more tests. Results followed similar patterns for future businessmen, engineers, lawyers, and doctors.¹ Currently, many universities are addressing this problem by revising policies, developing honor codes, and renewing emphasis on the subject in an effort to create a culture that shares values of academic integrity.

While our current policy on academic dishonesty is perfectly adequate in many respects, it remains largely unfamiliar to many students and faculty alike. This alone precludes its effectiveness. This lack of familiarity may result from a lack of dialog regarding academic integrity that would make our policy relevant to student or faculty values or experience. In other words, we are failing to communicate the fact that academic integrity is a value on campus and that it is important. If we are serious about improving the stature of G.W., we must reinvent our current campus culture regarding academic integrity. The Honor Code provides us with a context and foundation for this change.

Even with the Code, commitment to academic integrity is not something that can be developed overnight. It requires a carefully planned and consistent effort to promote discussion of the many issues involved and to maintain visibility; it requires consistent messages to the members of the community; it requires time to allow the culture to change. William Kibler, Associate Director of Student Affairs at Texas A. & M. University, states that "the first step [for promoting academic integrity] is for institutions to establish an ethos that promotes

¹Carolyn Hughes Crowley, "College Cribbers...Ethics May Be In, But So Is Cheating," The Washington Post, 6 January 1992, C5.

academic integrity, one that defines it and holds it up as something to be revered."²

Experts agree that nothing is going to eliminate all academic dishonesty and that success in this regard should be defined as reducing and minimizing it. However, McCabe and Trevino found that academic dishonesty is significantly less prevalent on campuses that have honor codes.³ Our primary objective with this code is not to "police" the campus, but to educate and foster integrity and personal responsibility in our community, in the hope that our graduates who take on national and international leadership roles will have internalized these values. In order to achieve these objectives, several elements are essential:

- 1) Student participation. Without this element, a "we vs. they" mentality is reinforced, as McCabe and Trevino found in their research. This is a problem we have with our current policy.
- 2) Visibility of the issue of academic honesty and the code/policy. No code/policy can be effective unless students see that academic honesty is valued on campus. This requires incorporation of key concepts in orientations and advising workshops, frequent open discussion of the issues involved, and efforts to clarify what academic honesty means in the individual student's life. Equally important are similar efforts to reach the faculty.
- 3) Faculty participation in the system. Experts across the country agree that a chronic obstacle to the success of codes and policies is the failure of faculty to participate in the procedures and their preference to handle matters themselves or to ignore the problem. Both of these approaches communicate to students the insignificance of the issue, and result in inconsistencies in the handling of cases and risk of litigation.

The advantages of this Code for students are that it invites them to participate in the handling of academic dishonesty within their community and expresses confidence in their ability to do so, reinforces their academic integrity, and ensures consistent and thorough handling of cases across most of the University. From the point of view of instructors, this code allows them to handle simpler first-offense cases while providing a mechanism that should save their time and provide protection from litigation in more difficult cases.

If we can succeed in the implementation of this Code, we will be teaching something about integrity and personal responsibility that will lead to a higher calibre of professionals. And perhaps this is the most important reason for implementing an honor code at G.W.--to foster the development of competent, responsible, and ethical leadership for our society.

²"Cheating: Institutions Need a Comprehensive Plan for Promoting Academic Integrity," The Chronicle of Higher Education, 11 November 1992.

³"Academic dishonesty: Honor codes and other contextual influences," Journal of Higher Education, September/October 1993, pp. 522-538.

SPECTER OF THE NAVAL ACADEMY AND THE UNIVERSITY OF VIRGINIA

Some members of our community have questioned the possibility of having a successful honor code at G.W. based on recent events at The Naval Academy and The University of Virginia, yet no one has presented any specific evidence or parallels that would support these vague references. While every university has a somewhat unique culture, the cultures of Virginia and The Naval Academy are perhaps among the least typical. At the Center for Academic Integrity Conference at Rice, participants were less concerned about the implications of these events for their institutions than about factors in any procedures or culture that lead to such problems.

While at Rice, I discussed the Naval Academy case with Brig. Gen. Michael Hagee, the officer who was in charge of overseeing "the cleanup." He reassured me that the context at The Naval Academy is in no way comparable to the setting at any non-military institution and described several factors that he felt led to the development of the scenario we are all familiar with:

1. A very strong "we/they" mentality has been carefully fostered in the students as preparation for military duties. This mentality manifested itself in a student attitude of fighting the sources of authority/system for survival.
2. The particular electrical engineering course involved was required of all students, regardless of whether they were in engineering or humanities. The professors relished the power this fact vested in the course and attempted to maximize its level of difficulty.
3. The case was very poorly handled. Students sent e-mail messages to the professors and administrators that should have triggered action, but which were not addressed. The exam could have been declared invalid and another exam could have been given prior to semester break.

Clearly the circumstances described in 2. and 3. I have developed under any system.

The honor system of The University of Virginia is also quite different from any that we would try to implement at G.W. In Prof. Feldman (who served as an expert witness in the Virginia case) congratulated our subcommittee in the SEAS faculty meeting for having avoided problems inherent in the Virginia system. Following discussion with several members of the Virginia Honor Council, it is my understanding that the following factors were among those that proved to be important in that case:

1. There is no routine administrative oversight of this student-run system.
2. There was no clear procedure for handling cases in the summer.
3. The University did not fully support its own policy. A number of Deans of Students who are lawyers have informed me that a university's willingness to support its policy is crucial, regardless of whether the institution has the sort of policy we currently have at G.W. or an honor code.

COMMENTARY ON THE CODE

The following commentary will clarify our rationale for certain elements of the Code and recent changes in the draft.

Article I

Section 1: We would like to include all schools in an honor code in order to ensure consistent policy across the University. However, professional schools may have specialized concerns, and as a result of such concerns, the faculty of the Nation Law Center has opted not to be within the jurisdiction of the Honor Code. It is assumed that they will develop a parallel code appropriate to their culture. On the other hand, the Health Sciences Program has opted to be included. The School of Medicine currently has an honor code which is linked to the concept of "professional conduct," and is considering aligning their code with this.

Article II

Based on a study prepared by Brian Melendez for Harvard, Gary Pavela submits that "no universally accepted definition of an honor code" exists, but that a school that uses any of the following can be considered an "honor-code school":⁴

- a. unproctored exams
- b. an honor pledge
- c. a commitment by students not to tolerate academic dishonesty by other students
- d. a peer judiciary (in which a student chairs the hearing committee and a majority of members are students)

Responding to comments on our previous drafts, we have attempted to present explicit positions on these elements that can be implemented effectively on our campus.

Section 1: The definition of academic dishonesty is essentially the same as that in our current policy.

Section 2: The obligation to report occurrences of academic dishonesty is a complex matter in our culture. We promote such reportage when it relates to academic integrity; yet, we are all imbued with the ethic that we must not report others. In most other cultures of the world, it is unthinkable to report friends or family. Thus, the Code states that it is our moral responsibility to support academic integrity in our community either by counselling the individual(s) involved and encouraging them to report themselves or by reporting the occurrence to the professor or Honor Council.

We have not made reporting others a "requirement" subject to sanctions. Of 30 honor-code schools surveyed by Brian Melendez for Harvard, only four reported that failure to report an infraction was a violation of the code (entailing sanctions), while 18 implied an obligation or

⁴"A New Day for Honor Codes?" Synthesis: Law and Policy in Higher Education, 5 (Summer 1993), p. 354.

responsibility without consequent sanctions.⁵ This is consistent with the objectives of this Subcommittee to promote integrity and responsibility rather than to "police" the campus, and it is consistent with the views of experts we have consulted.

Section 3: This section has been expanded in an attempt to clarify our intent. In (a), it is explicitly stated that assignments and methods of examination are the prerogative of instructors. In (b) and (c), measures that prevent academic dishonesty and some which we feel promote the development of integrity are encouraged. While unproctored exams in the form of take-home exams are given by many professors at G.W., the ethos for using unproctored exams on a larger scale must be established prior to implementation.

Due to the considerable concern expressed by both faculty and students, the pledge that previously constituted Section 2 has been eliminated. In effect, this has not changed the responsibility of students or faculty to uphold the Code. Students are already sent a copy of University policies which they must sign when they accept their admission, so this Code will simply replace the current policy. Similarly, faculty are expected to uphold the policies of the University when hired.

Our initial intent had been to create a symbolic means of ensuring high visibility for the Code, which may be the responsibility of the Implementation Team; however, we felt that the Code should provide a pledge such as that in (d) that can be used at the discretion of faculty.

Article III

Section 2: Hearing Panels are composed of both students and faculty (2 faculty and 2 students, with a non-voting student presiding officer) because we feel this will engender a positive working relationship to lead us away from the "we/they" mentality, and thus greater confidence and commitment from both groups. A policy that fails to establish a role for students in the process reinforces what McCabe and Trevino refer to as "a 'we' versus 'they' mentality":

Cheating by us (students) is acceptable because they (faculty and/or students) 'deserve' it for any number of reasons--unreasonable assignments, the poor quality of teaching, and unclear instructions on major assignments.⁶

This is the option favored by most faculty and students who participated in our informal faculty survey and student referendum last year.

A significant change in Section 2 is the elimination of the Screening Committee. Students consistently expressed concern that a screening committee might preclude a fair hearing of their case.

Clear specification of the handling of cases that arise during the summer is important, as this is one of the factors that resulted in Virginia scandal. As a result, (d) specifies that cases will be adjudicated

⁵Honor Code Study (Cambridge, MA: Harvard University, 1985), pp. 37-38.

⁶McCabe and Trevino, p. 535.

during the summer only if a sufficient number of trained Honor Council members are available; otherwise, they will be heard at the beginning of the following academic year. Previous drafts allowed for appointment of ad hoc panels by the Associate Vice President for Academic Affairs in order to expedite the handling of cases.

Section 4: In first offense cases, professors may choose to attempt to resolve cases themselves in consultation with their chairs, as we currently do, or refer them to the Honor Council. Retention of the former option is an attempt to enable instructors to deal with less serious cases where learning may be the overriding factor and to retain the instructor's classroom prerogative.

In (d), the Honor Council's report (including finding of fact, determination of guilt or innocence, and, in cases in which the respondent is found guilty, a recommendation of sanction) is submitted to the Vice President for Academic Affairs, who in turn informs the respondent of the results. The sanction is submitted as a recommendation for two reasons: 1) to be more consistent with similar procedures, such as reports of Student Grievance Review Panels, and 2) to provide administrative oversight to ensure consistency and fairness. While we expect that training and norming of members of the Honor Council will provide consistency and fairness, the opportunity for administrative review is a valuable check. We anticipate few cases in which the Vice President for Academic Affairs would modify the recommended sanction.

The specific time limitations previously in every step of the process have been eliminated and replaced by a more general statement in Section 4, (e).

Sections 4 & 6: Procedures and guidelines in these sections parallel, and in many cases duplicate, those of other G.W. policies, such as the Code of Conduct.

Section 7: Note that appeals of Honor Council findings will be reviewed by the President of the University. In earlier drafts, Honor Council findings and recommendations of sanction were submitted to the Associate Vice President for Academic Affairs, and appeals were heard by the Vice President for Academic Affairs. Since this is essentially the same office, we felt that appeals should go to another level.

Article IV:

Section 1: Inevitably modifications will be needed to accommodate realities of implementation, changes in university structure or procedures, and/or the evolving values of the community. All amendments must be initiated in either the Faculty Senate or Student Association and must be passed by both bodies.

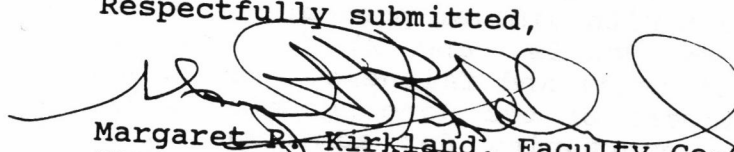
Article V:

Implementation of the Code will be the most crucial part of this process; how it is integrated into the various elements of life on campus will determine its success or failure. Therefore, the Implementation Team should have at least one year to prepare for the implementation prior to the date that the Code goes into effect.

ACKNOWLEDGEMENTS

I would like to express my appreciation to Scott Mory, who has dedicated a significant part of his life to this effort during the past two years and who has done a fine job; the subcommittee members who have devoted many hours and valuable insights to the development of the Code; previous committee members who contributed to earlier stages of this effort (Prof. Joan Regnell, Lt. Sam Baker, Lt. Brian Cashmere, Josh Petty, Jessica Arneson, Barbara Robinson, and Raffi Terzian); and the chairs and members of the JCFS for their support of this effort over the last three years. The Subcommittee greatly appreciates the support, input, and guidance of those administrators, deans, and faculty whose efforts have enabled the Honor Code to reach this stage of the process. We would also like to express our appreciation to SA officers, SA senators, student organization officers, and all students who provided written and oral feedback that helped us to shape this document.

Respectfully submitted,



Margaret R. Kirkland, Faculty Co-Chair
JCFS Subcommittee on Academic Integrity
February 25, 1995

Subcommittee Members:

Scott Mory, Co-Chair
Graham Klemm
Jan-Mitchell Sherrill

Prof. Joseph Tropea
Gary Weisman
Prof. Harry Yeide

COMMITTEE ON EDUCATIONAL POLICY

To: Executive Committee of the Faculty Senate
From: Diane M. Brewer, Chair
Educational Policy Committee *Diane Brewer*
Re: Academic Honor Code
Date: February 24, 1995

The Faculty Senate Committee on Educational Policy has carefully reviewed the proposed Academic Honor Code and concludes:

- *The Academic Honor Code has been developed, coordinated and reviewed by all segments of the University community.
- *The implementation of an Academic Honor Code will benefit both students and faculty.

The Faculty Senate Committee on Educational Policy unanimously supports the passage of the Academic Honor Code endorsed by the Joint Committee of Faculty and Students and urges the Faculty Senate to approve it.

[Any inquiries about this resolution should be directed to Professor Joseph L. Tropea, Co-Chair, Joint Committee of Faculty and Students, Ext. 4-6345]

A RESOLUTION ON FINAL EXAMINATION CONFLICTS (94/9)

WHEREAS, The George Washington University wants to optimize students' academic performance; and

WHEREAS, oral tradition intimates that if a student has three final examinations scheduled for the same day, that student is entitled to request that one of the examinations be rescheduled; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

- (1) That there be written regulation affirming students' rights to have one final examination rescheduled; and
- (2) That the rescheduling take place at least three weeks prior to the last day of classes and that, whenever possible, the make-up examination be rescheduled during the examination period; and
- (3) That the rescheduling be achieved in consultation with the instructors involved and that, whenever possible, the student selects which examination to reschedule.

Joint Committee of Faculty and Students
December 1994